

Field Based Activities Monthly Report- Part 2: Reflections

October 2009

The Technology Facilitator Standards addressed this month were: Teacher, Learning, and the Curriculum (III); Productivity and Professional Practice (V); and Leadership and Vision (VIII). In Standard III, I addressed is creating weekly lesson plans for students in the Behavioral Adaptive Unit or in In-School Suspension. These students are on their own to learn or with a teacher with limited technology experience or more challenging-interest.

To cover Standards V and VIII, I had been appointed by principal to represent my campus on both the Computer and Technology Advisory Committees. The first one deals more with policy, procedures, and purchasing, while the second deals with how to integrate more technology in the classroom. We met periodically to figure out ways to get our district up to speed in Web 2.0 tools. Per our superintendent's goal of having all teachers and staff know basic computer skills within the next two school years. Prensky (2001) said today's teacher's have to learn to communicate in the language and style of their students. We are also responsible for taking any new software or product knowledge applications back to our campuses to share. Currently, the curriculums of the past—the “legacy” part of our kids’ learning—are interfering with and cutting into the “future” curriculum—the skills and knowledge that students need for the 21st century (Prensky 2005/2006).

Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. *On the Horizon*. 9; 5.2-6.

Prensky, M. (2005/2006). Listen to the Natives. *Educational Leadership*.8-13.

November 2009

The Technology Facilitator Standards addressed this month were Teaching, Learning, and the Curriculum (III) and Social, Ethical, Legal, and Human Issues (VI). Last month, I attended the Victims of the Web Conference. All of the speakers, which included a psychologist, a secret service agent, and a woman who used to be married to a pedophile, had a plethora of information to share. I was so motivated to do what I could to share with my students the dangers of the internet that I created a unit on internet safety because I felt that our textbook didn't address the seriousness of the problem. During the previous school year, we had some students that were solicited for inappropriate things and fights based on MySpace postings. Young people may be ahead of us in using tools, but leaders like you will help them use the tools in educationally appropriate ways (Solomon & Schrum, 2007). Current issues related to digital equity, online safety, copyright, and other social, ethical, legal, and human issues require that technology facilitators and leaders structure technology use and educate parents, educators, and students about key issues (Williamson 2009).

Solomon, G. & Schrum, L. (2007). Web 2.0: New Tools, New Schools. *ISTE*

Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR: International Society for Technology in Education.

December 2009

The Technology Facilitator Standards addressed this month were Teaching, Learning, and the Curriculum (III) and Assessment and Evaluation (IV). The activities included creating a lesson, rubric, and evaluation method for my Career Explorations class. This was my first semester to teach this class and I wanted to create a project that incorporated all of the lessons on working with different types of people with technology. According to Williamson (2009) to implement these standards, teachers will need to know how to manage technology in the classroom and to build research-based units and lessons of instruction.

Assessment and evaluation is always needed. It can be measure in various forms, but it doesn't have to always come from the teacher. Part of the grading for my Career Exploration class included self-assessment and peer assessment. For the Tech Apps course, they took an online semester test in which the results were instant.

Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR: International Society for Technology in Education.

January 2010

The Technology Facilitator Standards addressed this month were; Planning and Designing Learning Environments and Experiences (II); Teaching, Learning, and the Curriculum (III); Productivity and Professional Practice (V); Social, Ethical, Legal, and Human Issues (VI); and Leadership and Vision (VIII). Since it was the beginning of a new semester, I met with my colleague to review our scope and sequence since we have a lot of interruptions due to all of the mock and real TAKS testing and field trips that occur in the spring.

I also had a meeting this month with the Technology Advisory Committee which covered a lot of topics regarding our district's technology plan for 2011-2014. We went through each part to verify, correct, or modify who was responsible for what. Williamson (2009) said that it is critical that technologists establish a stable technological infrastructure to support the effective use of technology in schools.

We also addressed the training of campus staff to use some recently purchased document cameras and interactive boards. Beldarrain (2006) said that time is of the essence for both, learners and instructors, activities and content must be relevant and up to date.

Beldarrain, Y. (2006). Distance Education Trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education*. 27, 2.139-153.

Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR: International Society for Technology in Education.

February 2010

The Technology Facilitator Standards addressed this month were Planning and Designing Learning Environments and Experiences (II), Social, Ethical, Legal, and Human Issues (VI), and Leadership and Vision (VIII). I watched several webinars from the Capital Region Society for Technology in Education ("CRSTE") that went along with this program overall and the committees that I serve on. Kathy Schrock's "The Computer as a Door" referred to using Web 2.0 instructional application tools to communicate, collaborate, create and contribute. These are a part of the seven C's mentioned by Richardson. There are two more that stood out because address being a leader and inspiration of change.

The other activity I did this month was meeting with five fellow teachers that were chosen by their department head to be the technology trainer for their department. We discussed the legal limitations and expectations that were given to share.

Richardson, W. (2007). The Seven C's of Learning. *District Administration*. 97.

March 2010

The Technology Facilitator Standards addressed this month was Productivity and Professional Practice (V). We had been receiving e-mails about completing our STAR charts in a timely manner. Until this program, I had no idea how important honesty is for this chart and didn't blow it off. I answered the questions as honest as possible and encouraged others to do so too.

April 2010

The Technology Facilitator Standards addressed this month_was Procedures, Policies, Planning, and Budgeting for Technology Environments (VII).

We had a meeting this month with the Technology Advisory Committee which covered district's technology plan for 2011-2014 discussed in our previous January meeting. We also talked about revising our district's AUP and creating a teacher technology proficiency checklist. Williamson (2009) said that it is critical that technologists establish a stable technological infrastructure to support the effective use of technology in schools.

Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR: International Society for Technology in Education.

May 2010

The Technology Facilitator Standards addressed this month were Teaching, Learning, and the Curriculum (III), Assessment and Evaluation (IV), and Social, Ethical, Legal, and Human Issues (VI). One of the activities I did was tweak the lesson, rubric, and evaluation method for my Career Explorations class from what I did during the first semester. According to Williamson (2009) to implement these standards, teachers will need to know how to manage technology in the classroom and to build research-based units and lessons of instruction.

Assessment and evaluation is always needed. It can be measure in various forms, but it doesn't have to always come from the teacher. For the Tech Apps course, they took an online semester test in which the results were instant. I was able to compare these results to first semester to see if our scope and sequence changes helped or hurt the scores.

Lastly, I shared with my students the dangers of the internet that I created a unit on internet safety because I felt that our textbook didn't address the seriousness of the problem. Young people may be ahead of us in using tools, but leaders like you will help them use the tools in educationally appropriate ways (Solomon & Schrum, 2007). Current issues related to digital equity, online safety, copyright, and other social, ethical, legal, and human issues require that technology facilitators and leaders structure technology use and educate parents, educators, and students about key issues (Williamson 2009).

Solomon, G. & Schrum, L. (2007). Web 2.0: New Tools, New Schools. *ISTE*

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July 2010

The Technology Facilitator Standards addressed this month were Technology Operations and Concepts (I) and Productivity and Professional Practice (V). I attended a Region 10 workshop on how to incorporate Discovery Streaming into Movie Maker. My fellow Tech Apps teacher couldn't attend, so we met at school for me to show her what she missed. After we finished, we agreed to brainstorm on how we could incorporate it into our lessons. We will bring these ideas in back in August when we have our department meeting during staff development week. Richardson (2007) says we can create and publish as easily as we read, and we must teach our students to leverage this ability and add their own work to the global conversation in meaningful ways.

Richardson, W. (2007). The Seven C's of Learning. *District Administration*. 97.

August 2010

The Technology Facilitator Standards addressed this month were Teaching, Learning, and the Curriculum (III), Productivity and Professional Practice (V), and Social, Ethical, Legal, and Human Issues (VI). Since we are starting a new school year, I met with my fellow Tech Apps colleague to set up lesson plans and scope and sequence. Our goal is to include more Web 2.0 tools. Warlick (2007) says that many teachers have adopted wikis to provide their students with opportunities for collaborating in conducting research, processing what they learn, and expressing their findings to wider audiences. I led a training/refresher meeting on how to use our RSCCC grade book and attendance system. The last thing I did was collaborate with our media specialist to create a presentation on copyright law in schools at the request of our principal. Technologists must promote safe and healthy use of technology resources (Williamson 2009).

Warlick, D. (2007). The Executive Wiki. www.techlearning.com. 36, 38.

Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR: International Society for Technology in Education.

November 2010

The Technology Facilitator Standards addressed this month was Social, Ethical, Legal, and Human Issues (VI). Once again I shared with my students the dangers of the internet with a unit I created on internet safety because I felt that our textbook didn't address the seriousness of the problem. Young people may be ahead of us in using tools, but leaders like you will help them use the tools in educationally appropriate ways (Solomon & Schrum, 2007). Current issues related to digital equity, online safety, copyright, and other social, ethical, legal, and human issues require that technology facilitators and leaders structure technology use and educate parents, educators, and students about key issues (Williamson 2009).

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December 2010

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Assessment and evaluation is always needed. It can be measure in various forms, but it doesn't have to always come from the teacher. For the Tech Apps course, they took an online semester test in which the results were instant. I was able to compare these results to first semester to see if our scope and sequence changes helped or hurt the scores.

January 2011

The Technology Facilitator Standards addressed this month were Teaching, Learning, and the Curriculum (III) and Procedures, Policies, Planning, and Budgeting for Technology. Since it was the beginning of a new semester, I met with my colleague to review our scope and sequence since we have a lot of interruptions due to all of the mock and real TAKS testing and field trips that occur in the spring.

I also had a meeting this month with the Technology Advisory Committee to discuss how to reduce redundancy with software and save money. A prototype of a new purchasing system was introduced and we gave our input. We went through each part to verify, correct, or modify who was responsible for what. Williamson (2009) said that it is critical that technologists establish a stable technological infrastructure to support the effective use of technology in schools.

Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR: International Society for Technology in Education.

March 2011

The Technology Facilitator Standards addressed this month_were Planning and Designing Learning Environments and Experience (II) and Productivity and Professional Practice (V).

To save money, our district has decided to use its' own teachers to provide training to meet our mandatory professional continuing education hours requirements. The other Tech Apps teacher and I decided to team up to teach beginner and intermediate Excel. We are currently brainstorming what specifics to cover.

We had been receiving e-mails about completing our STAR charts in a timely manner. Until this program, I had no idea how important honesty is for this chart and didn't blow it off. I answered the questions as honest as possible and encouraged others to do so too.

June 2011

The Technology Facilitator Standard that will be addressed this month will be Planning and Designing Learning Environments and Experience (II) and Productivity and Professional Practice. During our mandatory professional continuing education hours training to be held in June, the other Tech Apps teacher and I will plan, demonstrate, and help teachers implement Excel into their lessons.